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(3.329); *Te sequar et coniunx exsulis exsul ero* (Ovid, *Trist.* 1.3.82); *Puerum te vidi puer*. At ego te video *maior maiorem* (Plautus, *Capt.* 630-631)³¹.

This type of figura etymologica is common in Greek: for examples see Aeschylus, *Prom.* 19, 192, 218; Sophocles, *Frag.* 695, Jebb; Euripides, *Bacch.* 470, 504, *Cycl.* 554.

Via . . . *invia*, 'pathless path', is a peculiar type of oxymoron in which the adjective contains the same root as the noun. Compare *numeri innumeri* (Plautus, *apud Gellium* 1.24.3); *innumero numero* (Lucretius 2.1054). Parallels may readily be found in Greek, e. g. in Aeschylus, *Prom.* 545, *Cho.* 44; Sophocles, *Ajax* 665. Compare, too, Swinburne's "fruitless fruit"³².

Vergil makes effective use of polysyndeton, e. g. in 4.682-683:

Exstincti te meque, soror, populumque patresque
Sidonios urbemque tuam.

A fine instance of the cumulative effect produced by this figure occurs in Exodus 8.3:

And the river shall bring forth frogs abundantly, which shall go up and come into thine house, and into thy bedchamber, and upon thy bed, and into the house of thy servants, and upon thy people, and into thine ovens, and into thy kneading-troughs.

The imposing word chiasmus and the quoting with such reverence of the heirloom of our text-books, 'fresh fields and pastures new', gives the student the idea that the arrangement is principally a classicism and that instances of it in English are curiosities. A few fresh examples may be cited from *Paradise Lost*: "Desperate revenge and battle dangerous" (2.107); "Faltering speech and visage incomposed" (2.989); "The debt immense of endless gratitude" (4.52); "to venture down and up to reascend" (3.19-20); "Thus with the year Seasons return: but not to me returns Day" (3.40-42); "shall be fulfil His malice and thy goodness bring to naught" (3.157-158).

The use of the present tense with certain expressions of time to denote an act beginning in the past and continuing up to and including the present is common in classical and modern languages. In Latin other expressions besides *iam*, *iam diu*, *iam pridem*, *menses*, *annos* may be so employed. A notable instance occurs in 6.791: *hic vir, hic est tibi quem promitti saepius audis*, 'This, this is the man whom you have so often been hearing promised to you'. The Latin idiom may be paralleled in Shakespeare, e. g. "How does your honour for this many a day?" (*Hamlet* 3.1.91); "Those dispositions that of late transform you from what you rightly are" (*King Lear* 1.4.242).

In describing the *aureus ramus*, Vergil says: *namque ipse volens facilisque sequetur, si te fata vocant* (6.146-147). It seems at first thought rather incon-

gruous to apply the word 'follow' to something which is to be plucked and carried away, yet we find the same use in *Iliad* 3.376.

In 2.121 we find indirect questions depending on a verbal noun: *tremor cui fata parent, quem poscat Apollo*. Compare *cogitatione quantum illa res utilitatis esset habitura* (Cicero, *Lael.* 27). Shakespeare uses the same construction: "jealousy what might befall your travel" (*T. N.* 3.3.8). Illustrations may be found also in Milton: "Thy fear . . . will save us trial what the least can do" (*P. L.* 4.854-855); "thy words . . . Argue thy inexperience what behooves" (*P. L.* 4.930-931).

Jussive subjunctives in the third person may be paralleled by fossilized subjunctives in English, e. g. "Hallowed be Thy name, Thy kingdom come", 'Heaven help us', 'Woe betide us', 'The devil take the hindmost'.

The following line is extremely convenient for illustrating the varying quantity of a syllable containing a short vowel followed by a mute plus *r* (2.663):

Gnatum ante ora patris patrem qui obtruncat ad aras.

As in Greek we find *σῶμα* and *δέμας* used as practical equivalents of personal pronouns, so in Latin we see *caput* and *corpus* employed in the same way: *Stat casus renovare omnis omnemque reverti per Troiam et rursus caput* (= *me*) *obiectare periclis* (2.750-751); *testor utrumque caput* (= *et me et te*: 4.357); *corripio e stratis corpus* (3.176); *corripit e somno corpus* (4.572; compare *corripuit sese*, 6.472).

At times we find in the Aeneid the old forms *vinclum* and *periclum*. The ease with which anaptyctic or 'gliding' vowels develop may be illustrated in English, by e. g. *Bul(u)garian*, *burg(u)lar*, *el(u)m*, *fil(u)m*, *pru(i)ne*, *casual(i)ty*, *gym(i)nasium*, *pilg(e)rim*, *child(e)ren*, *rememb(e)rance*, *Hen(e)ry*, *hind(e)rance*, *ath(e)lete*, *umb(e)rella*. There is a story of a student who in describing Alexander's conquests told how he overran province after province, and finally broke out into *Bact(e)ria*.

In some texts we find *hiems* written *hiemps* with the inorganic *p*. The same phenomenon can be seen in *Thom(p)son*, *cham(b)re* (from *camera*), or in forms that the teacher hears all too frequently, *drown(d)ed*, *attack(t)ed*. *Plum(b)* is sometimes seen on papers.

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REVIEW

Beginning Latin: An Introduction, By Way of English, to the Latin Language. By Perley Oakland Place. New York: American Book Company (1919). Pp. xviii + 398.

Professor Place has added another thoroughly good book to the number of available primers. The distinctive quality of *Beginning Latin* is perhaps the consistency with which the author has emphasized everywhere the relation of Latin to English. "The direct aim . . . is the learning of Latin by the help of English and of English by the help of Latin" he says in

³¹Compare also *praesens praesenti* (Plautus, *Most.* 1075); *flentem flens* (Ovid, *Trist.* 1.3.17); *vivo viva* (Ovid, *Trist.* 1.3.63); *scidit ore natos impio, sed nesciens, sed nescientes* (Seneca, *Thy.* 1067-1068).

³²*Atalanta* in *Calydon*.

the Preface (iv). To attain the end proposed, various devices are used, new and old. Derivation Exercises occur constantly in the Lessons. In the Vocabularies related English words are printed beside the Latin words; there are several excellent discussions of the Latin element in English, of which three may be mentioned, The Form of Latin Words in English (§ 229), The Importance of Latin Words in English (§ 230), and Latin Words in Algebra and Biology (§ 301). Excellent explanations of grammatical principles as applied to English precede the introduction of 'rules' of Latin grammar. It should save much time and prevent confusion to have these explanations incorporated in the text-book.

The attempt is most laudably made to maintain a special Latin 'atmosphere' throughout the book. It is provided liberally with miniature articles on topics of Roman history and civilization, such as The Tiber (§ 54), Roman Arches (§ 177), The Bridges of Rome (§ 84), Walls of Rome (§ 106), The Roman Dress (§ 419), The Roman Religion (§ 482). Notably welcome is the explanation of the Calendar (§ 345). Reinforcing the effect of the articles, there is a wealth of illustrations, nearly all of them good, several even unusual in interest or charm, such as the picture on page 152, The Shepherd, from the tomb of Statilius Taurus. There are pages of Familiar Quotations from Latin, Latin Words and Phrases in Common Use, Latin Abbreviations in English, and at the head of each Chapter stands a Latin motto. All the literary and antiquarian material just mentioned is marked "Optional" and is not included in the Lessons. It is pretty certain the pupils will generally read the articles and derive benefit from them.

The Lessons themselves are grouped in sixty Chapters, subdivided into Sections. Each Section is designed to serve as one Lesson. Twelve of the sixty Chapters are Reviews, placed at equal intervals. 48 Chapters have 104 Sections among them. In addition, there are more than thirty Latin Selections, stories of varying length, totalling about seven hundred lines. Altogether, there is in the book material for from 130 to 150 lessons at least—104 Sections, 12 Reviews, and the Selections.

The material of these Lessons is handled usually with clearness and in an interesting fashion; it is also on the whole well chosen and well arranged. Typically good, to take a small instance, is the sensible presentation of the use of the Reflexive Pronouns (page 116). The chapter on The Formation of Latin Words will be useful.

On the other hand, there are a few things to regret in connection with choice of topics and the order in which they are introduced, as, for example, the early appearance of all three types of Yes-and-No Questions, in Chapter II, the omission of the Passive Periphrastic, Dative of Reference, and Indirect Subordinate Clauses, and the inclusion of the Subjective Genitive. In regard to method of presentation, also, the reviewer feels that several parts of the book are unsatisfactory; in some of these matters, however, there is a recognized divergence of opinion as to what is correct.

(1) Paradigms of nouns and verbs include *translations* of the several cases, moods, tenses, etc.

(2) The wording of the dative rule (page 25) may readily be misinterpreted: "In Latin, the relation *to* or *for* is expressed by the dative case". Further, in this place *sailor* is parsed as indirect object in the sentence "The farmer gives money to the sailor". Does not the most accurate English usage require that *sailor* be recognized as part of a prepositional phrase, not as an object?

(3) On page 44 there is a statement about the formation of the perfect indicative active of verbs of the first conjugation which is not strictly accurate, being too sweeping. It seems best that Beginners' books should not teach anything that later on in the course will be found to be false.

(4) In the treatment of result clauses, on page 255, the rule for the use of tenses is not worded in a fashion which will be likely to enlighten the pupil; and in a footnote the statement is made that after a past tense a clause of result *regularly* has the perfect subjunctive. New books continue to propagate this doctrine of tense usage; but certain facts are against it. In the whole of Caesar, De Bello Gallico, there are but 9 perfects following secondary tenses in result clauses, and 112 occurrences of the imperfect; and in all Cicero's Orationes 403 imperfects were found by an investigator as against 61 perfects. The statistics are taken from Byrne, The Syntax of High School Latin², 20.

(5) The difficulty of managing *cum*-clauses is of course well known; it is not surmounted by Professor Place. The rules on page 308 lack definiteness, and a definition: what is "A temporal clause with *cum*, *when*, *while*"? If any clause in which *cum* means *when* or *while* is temporal, then the first statement made in § 509 is inaccurate.

Teachers who prefer that their classes shall escape as soon as possible from the narrow confines of a primer and shall begin at the earliest possible moment to read genuine Latin written by Romans may not find this book easy to use, for certain things that seem indispensable to success in reading ungraded Latin are placed late in the book. For example, the subjunctive is not begun until Chapter XLVI, in the last quarter of the book; the Albativ Absolute does not appear until Chapter LII. These teachers might, however, find that the book would serve excellently as a *second* book, as a review and continuation after a primer of the briefer, less comprehensive type.

Finally, one may be permitted a doubt as to the cogency, for young minds, of the arguments for studying Latin which are advanced in the first paragraph of the Preface, Why American Boys and Girls Should Study Latin. It is a pity, too, that there is no intimation here, that Latin is of value *per se*, and not merely as a means of learning other subjects and of gaining certain moral and mental benefits. I am reminded of a quotation from an article by President Birge, of the University of Wisconsin, given in THE CLASSICAL WEEKLY 13.184: let Latin teachers but hold the faith of which President Birge speaks, and Latin classes, we may hope, will still without argument and formal reasons be quietly hopeful of good to be obtained.

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THE CLASSICAL ASSOCIATION OF THE ATLANTIC STATES

Fourteenth Annual Meeting

The Fourteenth Annual Meeting of The Classical Association of the Atlantic States was held at The Johns Hopkins University, April 30 and May 1. The programme was carried out as printed in THE CLASSICAL WEEKLY 13.177, except that Dr. Harley found himself unable to be present, and his paper was withdrawn; Professor Louis E. Lord, Secretary-Treasurer of The Classical Association of the Middle West and South, who was present as Delegate from that Association, presented a paper entitled Two Imperial Poets. Professor Lord also, at the Annual Dinner, presented the greetings of his Association.